

WILLIAM B. IDE ADOBE STATE HISTORIC PARK VISITOR CENTER INTERPRETIVE PLAN

● Executive Summary

This Interpretive Plan for William B. Ide Adobe State Historic Park's Visitor Center identifies essential elements and provides important resources and information for producing effective interpretive exhibits. New displays in the Visitor Center will replace provisional ones quickly fabricated for the opening of the building in 2006. Produced with few resources or time to do thorough research, they were intended to be temporary from the outset.

The purpose of this plan is to support the development of a new interpretive experience for visitors, docents, and staff to increase understanding of William B. Ide and the Adobe Ranch at mid-19th century. Exhibits will capture the industry and determination of the ranch's early settlers, who faced many challenges and adversities. William B. Ide will be featured as one of California's important figures, who personified the "pioneer spirit" typical of his time.

The January 1990 *William B. Ide Adobe State Historic Park General Plan* has directed park interpretation to take two approaches:

1. Interpret the lifestyle that Ide and other California pioneers would have experienced between the years 1845 and c.1865 and
2. Present William B. Ide as an important figure in early California history and to the development of this area.

In this plan, Mission and Vision Statements (page 6) have been crafted to identify the overall interpretive direction for the park. In addition, specific Goals and Objectives (pages 7-11) refine and shape the approach for the new Visitor Center exhibits. The applicable California Department of Education's Educational Content Standards (pages 14-16) have been singled out in this document to help ensure new exhibits have real educational value, relating to schools and their uses of the park's resources.

Themes (pages 12, 13, and 17) derived and updated from the *General Plan* will serve to guide the Visitor Center's content. It will be made clear to the public through the exhibits that William B. Ide and his family never resided on this property, but rather lived down river, below present-day Red Bluff. The exhibits will emphasize the Primary Interpretive Period for the park, 1845-c.1865, while also acknowledging the years before and after to provide interpretive context.

Special concerns for the exhibits (pages 17-18) have been identified to ensure they are addressed in the development of the exhibits. These include creating accessible exhibits and media, protecting and preserving sensitive objects, and supporting hands-on learning opportunities, among others. Visitors will move counter-clockwise around the room to take advantage of the obvious path of travel upon entering the building. The arrival area near the existing fireplace will be visually connected to the exhibits. While not large, the space will provide visitors an assembly and orientation area.

An adjacent contact counter will serve several purposes, with staff providing greetings, information, park admission, and interpretive sales transactions. Criteria for this space is detailed as Area 9 in the plan (pages 155-156), following Exhibit Areas 1 through 8 addressed in the Content and Media section.

Within this plan, space has been allocated for each exhibit area as a percentage of the Visitor Center's available *interpretive floor space*—not the entire floor area. These assignments reflect the relative importance placed on the various themes. A chart reflecting them is on page 20.

Interpretive support and direction for each one of the eight exhibit areas is provided in the form of the Space Allocation percentage, relevant Theme, Interpretive Objectives, Background Information and/or Storyline (source materials are footnoted), Interpretive Design Concepts/Proposed Media, and Interpretive Objects and/or Graphics. Appendices present additional information and serve as a resource for the development of the interpretive exhibits, especially Areas 2, 5 and 6.

A comprehensive digital Graphics File, containing a significant number of images for potential use in each exhibit area, is included as a part of this Interpretive Plan as a set of CDs. Images contained in these files are for reference only. Further reproduction of them will require the permission of the copyright owner. Responsibility for obtaining all necessary permissions remains with the exhibit developer.

Information about the Adobe Ranch and William B. Ide has been gathered in this plan to satisfy not only the current needs for the Visitor Center's new interpretive exhibits, but also to support the interpretation by staff, docents, and volunteers. The park has needed a ready reference since the State of California acquired the property in 1951—just shy of the ranch's 100th anniversary. Now nearly 60 years since it has become a public trust, the *William B. Ide Adobe State Historic Park Visitor Center Interpretive Plan* offers a testament to the past and to the park's future.

● Introduction

In 1846 William B. Ide wrote the proclamation that established the short-lived California Bear Flag Republic, which lasted 22 days. Ide recognized the opportunities available to him in the West. As a surveyor, miner, treasurer, district attorney, deputy clerk, and judge, he provided support and leadership to this northern part of California.

While William B. Ide Adobe State Historic Park memorializes Ide's role in early California, historic research has shown he never owned this property, but rather had built a home south of present-day Red Bluff. Like Ide, early settlers here at Bluffton Ranch (also called Adobe Ranch) came to California envisioning new opportunities. Facing a hardscrabble existence and taking risks, they used their pioneer skills to transform the land.

Contrary to the quiet, rural impression the park leaves today, the ranch's location near the California-Oregon Road and adjacent to the Sacramento River (important communication and transportation arteries) probably kept its residents well connected. Spanish and Mexican explorers met well-established California Indians along the valley's rivers on their journeys. Before, during, and after the Gold Rush, a succession of travelers on foot, pack-mule trains, freight wagons, herds of cattle and sheep, and stagecoaches passed through the valley, as canoes and riverboats moved up and down waterways. The influx of newcomers from around the world altered the traditional lives of California's Indians forever.

Depending upon the water's depth in the mid-1850s, steamboats transported goods and passengers to the most northerly navigable point on the river. From there, they were off-loaded and transported to nearby communities and mining camps. In the 1860s, Adobe Ranch owners made the most of their location by establishing a ferry across the Sacramento River. Travelers depended on this service as well as others up and down the river to make their crossings safe and easy. The Adobe Ranch operation was later relocated downriver to Red Bluff.

Today the park represents the hard work and skills required to maintain life away from California's urban centers in the mid-19th century. Through new exhibits, visitors touring the park and its ranch buildings will be able to learn about and appreciate the talent and industry of the people who passed through this property during its pioneer era, and will be able to contrast them to their own abilities. William B. Ide's character and leadership will be told as a part of that interpretation.

Plan Purpose

New exhibits in the visitor center will replace “temporary” ones quickly fabricated for the opening of the facility to the public in 2006. From the outset, they were intended to be a short-lived—just to have something on the walls. They were produced with few resources or time to do proper research. Now the temporary exhibit panels regularly fall off the walls. In addition, objects displayed in the glass cases do not correspond to the timeframe for the park. The exhibits were assembled with few resources and it shows.

This plan will offer research and thematic direction to guide the development of high-quality, professionally-produced exhibits to support the mission, vision, goals and objectives of William B. Ide Adobe State Historic Park. Construction of a freeway off ramp from Interstate 5 onto Adobe Road now leads many people directly to the state historic park. This has increased visitation. New exhibits will better serve these travelers, who stop, but often are not able to go inside the adobe or other buildings because of limited park staffing. With these exhibits in place, visitors will linger longer and their interpretive and educational experiences will be enriched greatly.

The thousands of young students involved in the park’s Environmental Learning Programs will appreciate and learn more from the enhanced facilities. Development of the themes and the organization of research and information for the new exhibits, detailed in this document, also will support staff and docents well into the future by providing background materials for training and interpretive programs.

Interpretive Planning Team

The development of this Visitor Center Interpretive Plan was a team effort. The individuals listed below contributed to the process and the product through conference calls, meetings, research and the plan’s development to establish and accomplish the team’s collective goals.

Mary A. Helmich, Associate Park and Recreation Specialist
Ellen M. Clark, Regional Interpretive Specialist
Raeann Bossarte, Park Interpretive Specialist
Debbie Chakarun, State Park Interpreter I

Status of Interpretation

The park Visitor Center building, identified in the *General Plan* as “the greatest need at William B. Ide Adobe State Historic Park” was constructed in 2005. As it was envisioned by the *General Plan*,

...space should be given to exhibits in the new visitor center to more fully interpret the life of William B. Ide as a pioneer leader and “president” of California, and on the historic lifestyles represented by the Bluffton Ranch. Other displays will orient visitors to the park, to its interpretive period and to the historic zone. Orientation exhibits are particularly important for those visitors unable to see active environmental studies and living history programs or demonstrations. Original artifacts and documentary materials could be displayed in formal exhibits in the new visitor center, whereas they cannot be used now. Exhibits will complement, but not duplicate, other interpretive experiences in the park.

Funding for the new Visitor Center was allocated, but none was dedicated to planning, developing and installing new exhibits. Consequently, the good orientation anticipated with a new visitor center in the park never materialized. Current exhibits are a mixture of wall-mounted displays salvaged from the old visitor center (formerly a trailer from the 1964 Squaw Valley Olympics), as well as donated and refurbished exhibit cases displaying an array of artifacts. Foam-mounted images with text have been affixed to some walls with salient interpretive messages on the history of the Adobe Ranch and river transportation. Staff uses the Visitor Center to gather school groups, visitors, and docents for park interpretive orientation and programs or training. A counter serves as a merchandise display area for sales. Items offered for sale are in keeping with the 1852 interpretive period. The Ide Adobe Interpretive Association operates the sales area.

● Missions and Vision

The park and its development is guided by statements that help frame the overall approach to the park and its interpretation and the intended visitor experience.

California State Parks Mission

Our Mission

To provide for the health, inspiration and education of the people of California by helping to preserve the state's extraordinary biological diversity, protecting its most valued natural and cultural resources, and creating opportunities for high-quality outdoor recreation.

Mission and vision statements for William B. Ide Adobe State Historic Park have been established to guide the park's interpretive development.

Park Mission

William B. Ide Adobe State Historic Park recreates the Adobe Ranch environment at mid-19th century, capturing the life and times of early pioneers, including William B. Ide, who played a pivotal role in California history.

Mission for Interpretation

Staff, docents, volunteers and community members will deliver traditional and innovative interpretive programs, offering authentic portrayals of California's colorful pioneer past to forge meaningful connections with visitors and inspire park stewardship.

Vision for Interpretation

Visitors to William B. Ide Adobe State Historic Park can expect to experience pioneer life in the mid 1800s through interpretive exhibits, programs, and events that reflect the era's sights, sounds, smells, tastes and textures.

● Interpretive Goals and Objectives

No goals or objectives statements were developed for interpretation in the 1990 *General Plan*. With this reexamination of the park and its resources for the production of new exhibits, the park's staff has adopted the following goals and objectives for William B. Ide Adobe's interpretive facilities and programs. The goals and objectives to be addressed through the development of the new Visitor Center exhibits are highlighted below in green.

1. GOAL: Provide for the appreciation, understanding, and enjoyment of the park's special resources.

Objectives:

- Offer a variety of interpretive exhibits and programs featuring the park's cultural, natural, scenic, and recreational resources to inspire visitors and enhance their experiences.
- Tell noteworthy stories associated with California's pioneers and William B. Ide's experiences.
- Provide interpretive activities that contribute to visitor understanding of the era.
- Train park staff, docents, volunteers and concessionaires in effective interpretive techniques and sound park practices.

2. GOAL: Bring history alive, by recreating or interpreting the park's vital historic character.

Objectives:

- Interpret the mid-19th century past now missing in the park.
- Re-create/restore the park's historic environments and landscape features.
- Support and encourage appropriate activities that promote the park's history, helping to create a "living" historic environment.
- Create special activities year-round in the park tied to the park's history and cultural traditions.

3. GOAL: Reach out to diverse populations.

Objectives:

- Provide meaningful interpretation that incorporates multiple perspectives, including those of park visitors.
- Offer multi-sensory, multi-lingual interpretive opportunities in a variety of park locations and settings to engage visitors.
- Develop interpretive facilities and programs to encourage the public to share cultures, experiences, perspectives and histories related to the park.

- Establish a program to preserve and interpret the personal stories and experiences of the people associated with the area's history.
- Use discovery techniques to connect with visitors having different learning styles.
- Develop an education plan to complement the state's educational frameworks and content standards.
- Develop programs and partnerships with local schools, youth groups, colleges and universities aligned with the state's educational standards and the park's significant resources.
- Continue supporting an environmental learning program to enhance learning among school age children.
- Encourage interpretive outreach to community organizations.
- Encourage development of a strong Volunteers in Parks program.

4. GOAL: Engage park visitors on a daily basis in fun, as well as education.

Objectives:

- Offer interpretive programming that is visible and frequent on a daily, weekly, and yearly basis.
- Provide interesting, appropriate orientation signage for park visitors that is regularly maintained, repaired, replaced, and updated.
- Make outdoor signage with current park information available to visitors all hours.
- Develop a variety of entertaining, innovative interpretive services to attract, capture, and involve visitors.
- Establish a Park Host Program to make daily interpretive connections with visitors.

5. GOAL: Create accessible interpretive facilities and programs.

Objectives:

- Offer exhibits and programming that responds to people who have diverse learning, visual, hearing or mobility needs.
- Identify strategies and implementation methods for removing barriers to language, education, and economic classes during interpretive planning and development phases.
- Develop training programs to support "All Visitors Welcome" for park interpretive programs.

6. GOAL: Provide up-to-date resources to support the park's interpretation.

Objectives:

- Build and maintain a reference library accessible to staff, docents and volunteers.
- Create opportunities for ongoing research, capturing new information about the area's resources and historic events or traditions that might be interpreted.
- Coordinate the interpretation of local resources through collaborative partnerships.
- Place wayside exhibits at strategic points where visitors can immediately connect with significant park history or resources.
- Produce printed materials to stimulate interest in the park's natural and cultural history and interpretive programs.
- Develop interpretive resources (such as interpretive furnishing plans, with information about period furniture, merchandise, attire, and suggested programmatic elements).
- All staff and volunteers will participate in continuing education/training on cutting edge interpretive techniques.

7. GOAL: Restore and maintain authenticity, validating the park as a valuable repository of California history and culture.

Objectives:

- Interpret the cultural landscape of William B. Ide Adobe SHP as an expression of its history.
- Reduce and/or eliminate modern intrusions in the historic zone of the park.
- Use non-intrusive interpretive techniques to minimize impacts around sensitive and fragile resources, complementing the surrounding open space or cultural landscape.

8. GOAL: Support the use and care of museum collections by using park guidelines and Department policies.

Objectives:

- Review the park's Scope of Collections Statement to ensure there are clear guidelines on objects to seek, to decline, and to de-accession.
- Acquire and maintain objects for the park to: 1) preserve original elements of the cultural and natural environments; 2) preserve documentation of people, events, cultural features, or natural features central to its purpose; and 3) support the interpretation of important themes.
- Manage collections in accordance with the policies and procedures outlined in the Department's Operations Manual.

9. GOAL: Create flexibility for park changes and for updating and expanding interpretation.

Objectives:

- Alter the park's interpretive and educational programs to keep pace with any changes in park resources, size or facilities.
- Develop interpretive features/facilities in the park to provide permanent and temporary exhibit spaces for highlighting the park's history, themes and resources.
- Explore traditional, new, and innovative technologies and techniques for use in the park's interpretive and educational programs and facilities.
- Share resources and exchange ideas with other organizations that have related themes.

10.GOAL: Support California State Parks' mission and policies.

Objectives:

- Interpret the significance of the movement to preserve the Adobe in the 1950s.
- Interpret the continuing efforts to preserve the park's special natural and cultural resources.
- Include the State Parks Mission and logo in all training materials.
- Ensure all publication guidelines are followed.
- Follow all related policies including Equal Employment Opportunity policies.

11.GOAL: Encourage people to recognize and preserve the park and its resources.

Objectives:

- Create opportunities for visitors to learn how to help protect the natural and cultural resources of the park.
- Encourage visitors to safely pursue compatible uses in the park.
- Interpret the relationships between people and the park's listed endangered or threatened species.
- Create opportunities for public involvement in park programs.
- Build positive public recognition for the park, its ongoing activities and future development plans.
- Create opportunities for strong community partnerships.
- Continue to nurture, coach and guide the Ide Adobe Interpretive Association.

12.GOAL: Create long-term strategies for interpretive programming.

Objectives:

- Utilize interpretive planning teams to develop or update interpretive plans and historic reports.

- Develop park training manual(s) to standardize, inform, and direct staff, docents and volunteers about the park's history, sites, and significant stories, landscapes, historic crafts and trades, interpretive methods, park media, accessibility, and park values.
- Schedule regular program evaluations and interpretive training for all staff, docents and volunteers.
- Evaluate visitor and management interests for interpretive programming to determine the most effective way to allocate resources and staff.
- Periodically encourage teacher feedback and review to advise park staff on interpretive programming.
- Encourage cultural organizations to aid in development of park interpretive programs emphasizing the contributions of California's ethnic and cultural groups.
- Establish a volunteer advisory committee to encourage volunteer participation in the park.
- Evaluate new forms of interpretive media to determine the most effective methods for communicating messages.
- Encourage participation of the Ide Adobe Interpretive Association in supporting and funding interpretive programs and activities.
- Develop an endowment fund for support of interpretive efforts

● Overall Interpretive Direction

As stated in the *General Plan*:

This property was established as a state historic park in William B. Ide's name 40 years ago in 1951. While it is certain that he never owned the Adobe Ranch, the public has come to identify him with the park. Because of his importance to state history, and because Ide's house, located south of the city of Red Bluff, no longer exists, he will continue to be interpreted here. Interpretation will basically take two approaches. It shall:

2. Interpret the lifestyle that Ide and other California pioneers would have experienced between the years 1845 and c.1865 and
2. Present William B. Ide as an important figure in early California history and to development of this area.

Park Themes

The Primary Themes that follow have been updated from the park's *General Plan*. They have been revised to conform to current interpretive standards. They are also identified in the park's draft Interpretation Master Plan. A new, overarching Unifying Theme has been created for the park. These themes will guide the development of the new exhibits in the Visitor Center. Park interpretation should make clear to the public that William B. Ide and his family never resided in the adobe house, but lived nearby, downriver at one time.

Unifying Theme:

In the upper Sacramento Valley, adventurous pioneers endured a hardscrabble existence during the rough and tumble times of the California Gold Rush and the years that followed.

Primary Theme:

Emigrants to California struggled and adapted to life on the frontier.

Supporting Themes:

- As with today, adventurous mid-19th century inhabitants, settlers and travelers through the Adobe Ranch area represented California's rich diversity.
- Determined emigrants and gold seekers braved the hazardous journeys to come to California.
- Self-sufficient pioneers employed their skills to transform the area around the Adobe Ranch, and California's frontier.

- The Adobe Ranch and the Red Bluffs area developed into a transportation nexus for riverboats, ferries, pack teams, freighters, stage lines, and today's cars.
- The adobe ferry offered a safe and dependable river crossing.
- The Adobe Ranch changed hands many times, as settlers moved on, seeking new opportunities.

Primary Theme:

William B. Ide played a pivotal role in California's independence.

Supporting Themes:

- William B. Ide served as a leader in the Bear Flag Revolt.
- Like other pioneers, Ide took advantage of the many opportunities available to him in California and the Red Bluff area.
- The inaccurate story of William B. Ide living at the Adobe House is an example of how written history can change.

Secondary Theme:

The park's unique oak woodland and riparian area broadens understanding of the natural environment of the Sacramento River.

Supporting Themes:

- One of California's most fragile ecosystems is represented here.
- The mighty Valley Oaks are in decline and need to be preserved for future generations.

Secondary Theme:

Little evidence remains of the once thriving California River Nomlaki Indian communities who lived in this area.

Supporting Themes

- Exposure to the first Explorer's diseases caused many of the River Nomlaki to perish.
- When gold seekers came to settle, they waged a campaign of annihilation and submission on the River Nomlaki.

Interpretive Periods

The 1990 *General Plan* set the interpretive periods. They are as follows:

Primary Interpretive Period: 1845—c.1865

The primary interpretive period for William B. Ide Adobe State Historic Park shall be from 1845 to c.1865. This timeframe encompassed William B. Ide's arrival in California; his settlement in the northern part of the Sacramento Valley; his

involvement with the Bear Flag Revolt; his service as a treasurer, district attorney, judge and deputy clerk for historic Colusi County; his death in 1852; construction and use of the adobe house on this property; and development and operation of a ferry, until its relocation to Red Bluff.

Secondary Interpretive Period: 1796–1856

A secondary period encompasses the birth of William B. Ide and his life prior to his arrival in California.

Secondary Interpretive Period: 1951–Present

The department's efforts to restore the property will be encompassed in this secondary interpretive period.

Secondary Interpretive Period: 1857–1950

New research has demonstrated that the period between 1857 and 1950 is also of importance to the Adobe Ranch's history and to the park and should be represented as a secondary interpretive period.

Educational Content Standards

Interpretive and educational exhibits will relate to many curriculum frameworks and content standards established by the California Department of Education. Exhibits will offer students informative and hands-on learning that emphasizes the experiences associated with early California settlers. Applicable standards are listed below.

California Social Science and History Educational Content Standards

3rd Grade

- 3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.
- 3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.

4th Grade

- 4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.
- 4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.

- 4.3.1 Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort.
- 4.3.2 Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Frémont, Pío Pico).
- 4.3.3 Analyze the effects of the Gold Rush on settlements, daily life, politics and physical environment (e.g. using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).
- 4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.
- 4.4.2 Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns, (e.g. Sacramento, San Francisco), and economic conflict between diverse groups of people.

5th Grade

- 5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

8th Grade

- 8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

Historical and Social Science Analysis Skills

9th through 12th Grades

Chronological and Spatial Thinking

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop

between population groups, and the diffusion of ideas, technological innovations, and goods.

Historical Interpretation

2. Students recognize the complexity of historical causes and effects, including the limitation on determining cause and effect.
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

California Theater Arts Educational Content Standards

4th Grade

- 4.1 Dramatize events in California history

English Educational Content Standards

4th Grade

Listening and Speaking Strategies - Comprehension

- 1.1. Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.

5th Grade

Reading Comprehension (Focus on Informational Materials) Structural Features of Informational Materials

- 2.2 Analyze text that is organized in sequential or chronological order.

6th Grade

Listening and Speaking Strategies - Comprehension

- 1.2 Identify the tone, mood, and emotion conveyed in the oral communication.

7th Grade

Reading Comprehension (Focus on Informational Materials) Structural Features of Informational Materials

- 2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).

● Content and Media

Exhibit Themes

The new exhibits in the Visitor Center at William B. Ide Adobe State Historic Park will principally feature the themes listed below. Background information and further direction for each of these exhibits follows in this section.

- **Introduction:** As with today, adventurous mid-19th century settlers and travelers through the Adobe Ranch area represented California's rich diversity.
- **The Way to California:** Determined emigrants and gold seekers braved hazardous journeys to come to California.
- **Pioneer Skills:** Self-sufficient pioneers employed their skills to transform the area around the Adobe Ranch, as well as California's frontier.
- **Transportation Nexus:** The Adobe Ranch and the Red Bluffs area evolved as a transportation nexus for riverboats, pack teams, freighters, stage lines, ferries, and today's cars.
- **The Adobe Ranch Through Time:** Over the years, the Adobe Ranch changed hands many times, as its owners sought different opportunities. It eventually became a state park.
- **Ide's Story:** William B. Ide personified the "pioneer spirit" typical of early settlers.
- **The Park Today:** History comes to life at William B. Ide Adobe SHP through the environmental learning program, tours, living history events and fun celebrations.

Special Concerns

A number of special concerns will be addressed through this exhibit project's development. Many of them are listed below.

- For their protection and preservation, access to or the touching of easily damaged objects will be minimized.
- Whenever feasible, appropriate objects that may be handled by the public will be incorporated into the exhibits.
- Reproduction objects will be used in all hands-on applications.

- Historic artifacts may be incorporated into the new exhibits.
- All interpretive spaces and media shall be accessible, including video captioning.
- Additional energy-efficient interior lighting with ultraviolet and heat protection will provide a safe, inviting environment that enhances the exhibits.
- Electrical needs should be assessed as they relate to the proposed exhibits.
- Carpeting will be impacted by the relocation of the existing contact counter.
- Consideration should be given to maximizing the exhibit space by using the full height (e.g. ceiling, soffit, etc.) and depth of the room.
- Exhibits will focus on all ages, but will give special consideration to school students and the California State Educational Content Standards (noted previously). The facilities will address their level of understanding and needs.
- Visitor flow should be clearly indicated by the exhibits.
- While doors may be hidden, exhibits will not obstruct the doorways on the south and east walls or the windows of the Visitor Center.
- A larger sales counter and display area is needed for the museum store, as well as different methods for displaying merchandise.
- As the room is small, the entrance area will have to serve multiple purposes—welcoming visitors, a contact counter, as an assembly area, an orientation to the exhibits and as an entrance to the museum sales area.
- Consideration should be given to leaving the ox yoke in its current location near the entrance.

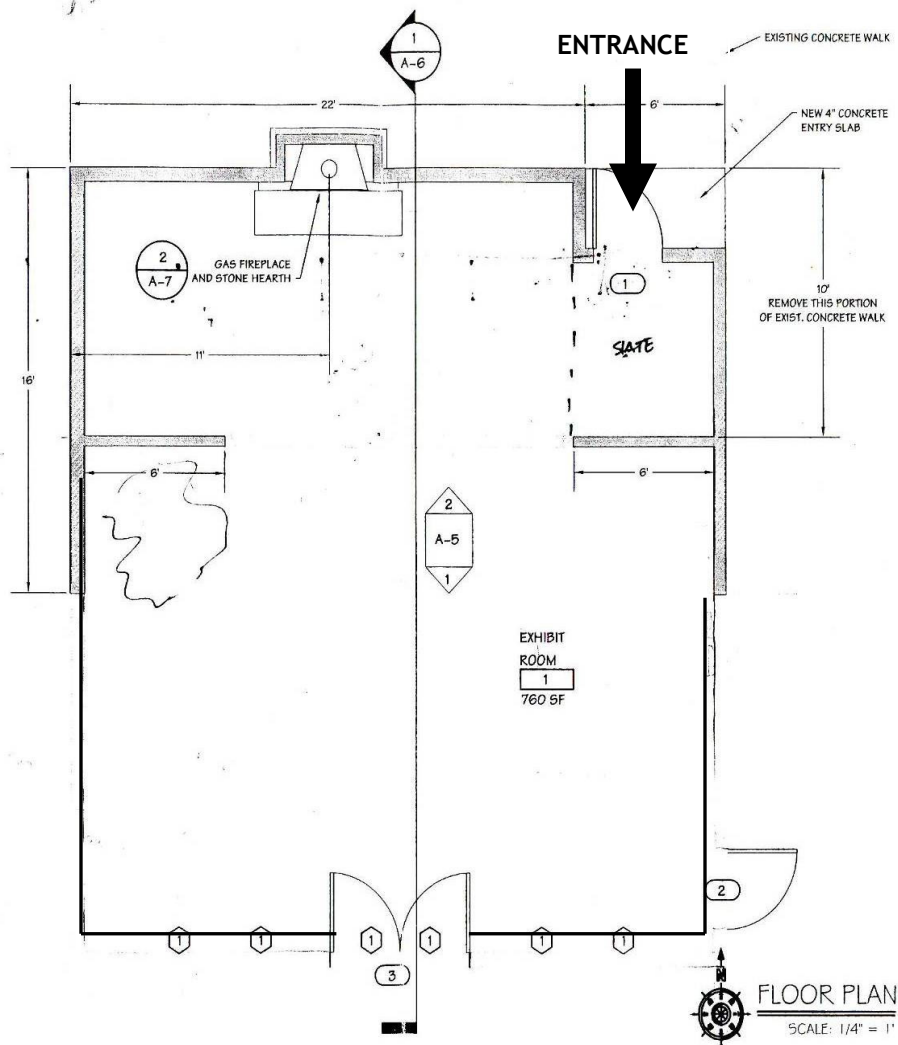
Visitor Circulation

Due to the limited size (760 square feet) and the square shape of the building area to be used for exhibits, visitor movement will be difficult to predict. However, a counterclockwise chronological flow through the interpretive media is projected as the most obvious path. Upon entering the building, visitors must immediately turn to the right.

Controlling visitor flow will be a challenge. The center of the room should be used for the placement of freestanding exhibits, which will help to better direct visitors. It

will also enable an element of surprise, so that visitors do not see everything upon their entry to the visitor center.

Also, it is proposed that the current contact counter and interpretive sales area be relocated to the front of the building to the left of the room's fireplace. Visitors will immediately see the counter upon their entry into the room. This will allow space for the assembly of groups, as well as provide a welcoming environment for visitors.



Visitor Center Floor Plan

Exhibit Space Allocation

The diagram on the following page indicates how themes will relate to one another and the percentages of the Visitor Center's overall space to be allocated for each of the exhibit stations. This should help determine exhibit placement and the relative importance of the stories to be represented.

Note that the areas required for visitor entry, group assembly, the contact counter and interpretive sales, and accessible walkways have not been included in this diagram. That space will be taken from the total square footage of the room at the outset of the planning, before space is assigned for each of the exhibits.



Space Allocation for the William B. Ide Adobe Visitor Center Exhibits

**Recent views of the Visitor Center's interior at
William B. Ide Adobe State Historic Park**



Looking toward the entrance door (left) on the north wall



View of the fireplace and alcove on the north and west walls



A view of the southwestern corner of the building's interpretive area



The area of the room with the current contact counter (to the left). Exhibits will not be allowed to obstruct the doorways on the southern or the eastern walls of the room.



View of the existing contact counter and sales area along the eastern and southern walls of the Visitor Center